

Work Discipline as the Key: Moderating the Influence of Training and Workload on Teacher Performance

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ABSTRACT

The purpose of this study is to determine the influence of teacher training and workload on teacher performance moderated by work discipline within the Coordinator of PAUD Dikdas and LS of Wonosegoro District. The method used in this study is a quantitative method. Quantitative method is defined as research in the form of information or explanations expressed by numbers or numbers which are then analyzed using statistical calculations, from these statistical calculations can describe an object that can be presented in the form of tables or graphs. This study uses the SEM analysis method with the Partial Least Squares (PLS) approach with the help of Smartpls 3.0. Meanwhile, the population in this study is all educators (teachers) within the Coordinator of PAUD Dikdas and LS Wonosegoro District, which is 256 people. This study used a questionnaire. From the tests that have been carried out, the direct test results of teacher training and workload have a positive and significant influence on teacher performance. In the moderation test, work discipline cannot moderate teacher training and workload on teacher performance.

Keywords: workload, work discipline, teacher performance, teacher training

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pelatihan guru dan beban kerja terhadap kinerja guru yang dimoderasi oleh disiplin kerja di lingkungan Koordinator PAUD Dikdas dan LS Kabupaten Wonosegoro. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Metode kuantitatif didefinisikan sebagai penelitian berupa informasi atau penjelasan yang dinyatakan dengan angka atau angka yang kemudian dianalisis menggunakan perhitungan statistik, dari perhitungan statistik tersebut dapat menggambarkan suatu objek yang dapat disajikan dalam bentuk tabel atau grafik. Penelitian ini menggunakan metode analisis SEM dengan pendekatan Partial Least Squares (PLS) dengan bantuan SmartPLS 3.0. Sedangkan populasi dalam penelitian ini adalah seluruh pendidik (guru) di lingkungan Koordinator PAUD Dikdas dan LS Kabupaten Wonosegoro yaitu 256 orang. Penelitian ini menggunakan kuesioner. Dari tes yang telah dilakukan, hasil tes langsung pelatihan guru dan beban kerja berpengaruh positif dan signifikan terhadap kinerja guru. Dalam tes moderasi, disiplin kerja tidak dapat memoderasi pelatihan guru dan beban kerja pada kinerja guru.

Kata kunci: beban kerja, disiplin kerja, kinerja guru, pelatihan guru

INTRODUCTION

In the era of the industrial revolution 4.0, it brought many changes to all sectors of life in Indonesia, one of which was the education sector. Education is the key to the main success to improve a country's capabilities in adopting renewable technology. Quality and high-quality education will create a generation of nations that are competitive and superior in mastering the technology industry 4.0. The era of the industrial revolution 4.0 requires educational institutions not only to produce young generations with high degrees but also to be competent in mastering renewable technology (Yusuf et al., 2020) Education is the right step to face various polemics in the era of the industrial revolution 4.0. The struggle in building quality education in the era of the industrial revolution 4.0 is certainly inseparable from various obstacles. Teacher performance is the core of educational success, considering that teachers are at the forefront of the learning process. The quality of teacher performance directly affects the quality of graduates and the achievement of educational goals (Buchari, 2018) In the Coordinator of PAUD Dikdas and LS in Wonosegoro District, improving teacher performance is crucial to ensure that children get a strong educational foundation from an early age. Teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by improving achievement (Baihaqi, 2015)

With the trainings that teachers attend, it is hoped that teachers will understand their performance better. Training to develop their competencies and personalities to develop their careers to become more competent individuals (Sarjito & Sutioningsih, 2022) The types of training education that these teachers participate in include Curriculum Implementation Training, Teacher Competency Improvement Training, Qualification Improvement Training, Employee Work Target Preparation Training (SKP), Teacher Working Group Development (KKG) Training, Teacher Professionalism Development Training, Educator Competency Training and Multimedia and IT-Based Teaching Materials Preparation Training. Teacher training plays an important role in teacher professional development and directly contributes to improving performance (Dirga & Sutioningsih, 2024) Through structured training, teachers can update knowledge, hone teaching skills, and adopt innovative learning methods. Relevant and sustainable training will equip teachers with the competencies needed to face the challenges of education in the modern era, thus positively impacting the effectiveness of teaching in the classroom (Mursalin et al., 2024) Therefore, training, workload and work discipline have an important role in teacher performance. Given the role of teachers that are so important in creating reliable educational human resources, it is very necessary to have teachers who have good performance.

Government agencies can determine the maximum workload that instructors can be given and how much of an impact it has on agency performance by implementing an effective workload (Jalil, 2019). Teachers that are careless with their

time in the classroom will add to the already heavy burden, making it impossible to do all of the assignments in the allotted amount of time (Pramesti & Ahsani, 2024). On the other hand, a disproportionate workload, such as a high number of teaching hours, accumulated administrative tasks, or involvement in various non-academic activities, can cause stress and fatigue for teachers. This condition has the potential to reduce teachers' focus and energy in carrying out their main tasks, thus negatively impacting the quality of learning and overall performance. According to Permendagri No. 12/2008, a position's or organizational unit's workload is the sum of all the tasks the employee is responsible for completing within a given time period, calculated by dividing the total quantity of work by the time standard. A sense of monotony could set in if an employee's talents exceed their job requirements. On the flip side, more weariness will manifest if workers' abilities fall short of what is required of them. Because it can impact the Agency's performance and accomplishments, it is important to divide up the task appropriately and according to the teacher's abilities (Simbolon et al., 2025).

However, the impact of teacher training and workload on performance is not always direct, but can be moderated by other factors, one of which is work discipline. According to Moenir in (Noor, 2020) work discipline is an obligation that must be obeyed and a prohibition that must not be violated by every employee. Work discipline is a social aspect that needs to be understood deeply and grows from within the person as something that must be done to implement a rule that applies (Suciningrum et al., 2021) Discipline must be instilled continuously in teachers. Low teacher work discipline will result in poor quality of education in schools (Siregar et al., 2022) If a teacher has a disciplined attitude, then the students will also follow the behavior of the teacher who has that disciplined attitude. Work discipline reflects the teacher's obedience to applicable professional rules, rules, and standards. Teachers who have high work discipline will be more motivated to apply the training results, manage the workload effectively, and show dedication in carrying out their duties, even in high workload conditions. Strong work discipline can be a counterbalance that strengthens the positive relationship between training and performance, as well as mitigates the negative impact of excessive workload (Sutianingsih & Kirom, 2023).

THEORETICAL FOUNDATIONS

Teacher Training

The definition of training is simply defined by Pramudyo et al. (2019) as a learning process designed to change people's performance in doing their work. What is meant in this case is that there are four things that must be considered. Namely, the training process, trainees, performance, and work. It must be understood that the training process refers to a change that must occur in the trainees. As part of the training process, subpar performance is improved. In order for employees who have received training to competently complete a backlog of activities (Kandou, 2013).

Training, according to Sutrisno and Zuhri (2019), is designed to help individuals become proficient in their profession and in the proper use of the tools and equipment they utilize. Training is defined by Widiastini et al. (2018) as "an environment in which employees acquire or learn attitudes and processes of teaching certain knowledge and skills," with the goal of making workers more competent and able to do their jobs to a higher standard. It is not uncommon for training to begin after an employee has been placed and allocated to a certain field.

When teachers receive relevant and ongoing training, they tend to improve pedagogic competence (teaching skills), mastery of teaching materials, and classroom management skills (Akhyar et al., 2024) This has a direct impact on the quality of teaching in the classroom, as teachers become more able to adopt interactive and innovative teaching methods, as well as integrate technology in learning. In addition, training also contributes to increasing teacher motivation and job satisfaction (Widyawati, 2024) Teachers who feel supported and continue to develop themselves will have a higher sense of confidence in carrying out their duties, thus minimizing the potential for burnout or stress. This increased motivation will be transmitted to students, creating a more positive learning atmosphere (Rahmiati & Azis, 2023) The quality of instruction in schools and the results students get in class would be indirectly affected by these higher teacher performance ratings. Other elements, such as school support, relevant training materials, and the teacher's own dedication, can also affect the success of training. This is in line with the findings of studies that have shown that training teachers improves their performance in the classroom, such as those by Ridwan (2023) and Setiawan et al. (2021). This allows us to build the hypothesis in the following way:

H1: Teacher training has a positive and significant effect on teacher performance

As a moderating variable, work discipline significantly impacts the correlation between teacher preparation and effectiveness in the classroom. Therefore, training may not necessarily have an immediate impact on teachers' performance; rather, it is contingent upon instructors' levels of self-discipline. When teachers take part in training, the new knowledge and skills they acquire will be more optimally translated into daily teaching practices if they have a strong level of discipline (Octavia, 2020) For example, highly disciplined teachers tend to be more consistent in applying innovative teaching methods learned during training, routinely developing lesson plans, and adhering to evaluation standards. Conversely, without adequate work discipline, even the best training may not result in significant performance improvements. Teachers who lack discipline may be reluctant to adapt new material, neglect to follow procedures, or lack persistence in overcoming implementation challenges, so that the benefits of training are not fully realized (Aji, 2020) Therefore, work discipline is not only an important prerequisite for the success of training, but it also acts as a catalyst that accelerates and amplifies the positive impact of training

on the overall performance of teachers. So the hypothesis can be formulated as follows:

H3: Work discipline has a positive and significant effect on moderating teacher training on teacher performance

Workload

The workload of an organizational unit or office holder is defined as the set or quantity of tasks that must be accomplished within a specific amount of time (Rohman & Ichsan, 2021). If workers aren't adequately compensated for the skills and knowledge they bring to the table, they will inevitably run into issues that hinder their future productivity. An excessive amount of work, say Fransiska and Tupti (2020), can put a person under stress. High levels of competence, high rates of speed, large volumes of work, and so on can all contribute to a decline in employee performance. Workplace stress can result from an intense workload that is too high, while monotony can set in when the intensity is too low. Meanwhile, workload is defined as the quantity of work that an organizational unit or position is required to do and is determined by the ratio of work volume to time standards (Aditya et al., 2021). Workers will grow bored if their abilities exceed work requirements, and too exhausted if their abilities fall short. Workload, according to some of the definitions given above, is the sum of all the mental, physical, and social tasks that an organization's units are required to do within a given time frame.

When teachers' workloads are too high, such as teaching many subjects, handling classes with large student numbers, or having excessive administrative responsibilities, this can lead to stress, physical and mental fatigue, and decreased motivation (Pramana & Pratiwi, 2023) As a result, the quality of teaching can decline, teachers may struggle to focus on material development, give individual attention to students, or even manage classes effectively. In contrast, a proportionate workload allows teachers to have ample time for instructional planning, professional development, and providing optimal support to students, ultimately improving teaching effectiveness and student learning quality. This is in accordance with research conducted by Hakman et al. (2021) and Uma & Swasti (2024) which stated that workload has a positive and significant effect on teacher performance. So the hypothesis can be formulated as follows:

H2: Teacher training has a positive and significant effect on teacher performance

When teachers have high work discipline, they tend to be better able to manage heavy workloads effectively (Loudoe et al., 2023) Discipline helps teachers to stay focused, prioritize, complete assignments on time, and maintain the quality of teaching despite high demands. In this condition, an increased workload may not necessarily reduce performance, it may even motivate teachers to work harder and more efficiently. Good work discipline acts as a "buffer" that reduces the negative impact of excessive workload. In contrast, for teachers with low work discipline, a

heavy workload can have a more severe impact on their performance. Lack of discipline can result in work delays, lack of focus, decreased motivation, and ultimately lead to a decrease in the quality of teaching and student learning outcomes. In this situation, the workload that can actually be handled by disciplined teachers will be a trigger for stress and decreased performance for teachers who are less disciplined. Thus, work discipline is a crucial factor that determines whether the workload will be a driver or even an obstacle to teacher performance. So the hypothesis can be formulated as follows:

H4: Work discipline has a positive and significant effect on moderating the workload on teacher performance

Work Discipline

According to Sudaryono and Sutianingsih (2023), offices and agencies have a responsibility to ensure that their workers adhere to work discipline. This is to prevent employees from engaging in non-essential activities while on the clock and to encourage them to work more than previously. Workplace discipline refers to the practice of enforcing consistent behavior among employees by management (Sutianingsih, 2023). Employees are more likely to execute and complete all tasks in conformity with the established regulations when there is discipline in place (Surbakti, 2021). A person's sense of ownership over his work is an indicator of good discipline. According to Sinambela et al. (2019), rules and regulations are crucial for maintaining order in the workplace. When employees follow the rules, it is considered a disciplined workplace. Both the individual and the agency benefit from punishment, as it clarifies for people what is and isn't acceptable behavior in the workplace. When workers respect one another and the office's policies and procedures, we say that they are disciplined. The aims of the agency are significantly impacted by staff discipline, which is defined by Singodimedjo in Sutrisno (2019) as an attitude of readiness and obedience to the standards that apply around one. Good work discipline is one strategy to boost employee productivity (Nadeak, 2020).

Teacher Performance

Because it pertains to how a someone acts while performing their job, the word "performance" can signify many different things. Farras (2022) states that performance is defined as the ability to work, the demonstration of accomplishments, and what has been accomplished. Performance is a type of achievement-oriented conduct in the workplace (Yudani et al., 2013). According to Prathama and Sutianingsih (2023), performance is all about the actions taken, the method used, and the outcomes attained. At the same time, performance is defined by Supardi (2014) as the end result of an individual's efforts inside an organization to meet predetermined objectives within a certain time frame and within predetermined size parameters, all while adhering to established standards and ethics. A teacher's performance is the end result of the quality and quantity of work he puts in as he

carries out his duties as assigned, according to Wahyudi et al. (2012). These duties include creating learning programs, implementing those programs, evaluating their effectiveness, and analyzing the results.

RESEARCH METHOD

A quantitative approach was utilized in this investigation. Data and explanations offered in numerical form are known as quantitative research. This data is subsequently examined statistically, and the results are typically displayed visually in the form of graphs or tables. This study uses the SEM (Structural Equation Modeling) analysis method with the Partial Least Squares (PLS) approach with the help of SmartPLS 3.0. Meanwhile, the population in this study is all educators (teachers) within the Coordinator of PAUD Dikdas and LS Wonosegoro District, which is 256 people. This study uses a statement or question questionnaire, which is a statement or question for which the answer option has been available, which is narrowed down or given a pattern or structure framework first.

RESULTS AND DISCUSSION

Measurement Model (*Outer Model*)

a. Convergent Validity

The following is the first data collection based on 3 variables with a total of 15 statements

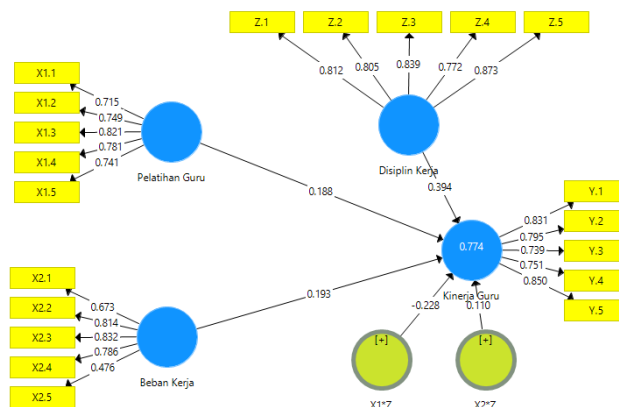


Figure 1. Phase 1 Data Processing Results

Table 1. Loading Factor Stage 1

Variable	Indicator	Loading Factor
Teacher training	X1.1	0,715
	X1.2	0,749
	X1.3	0,821

Variable	Indicator	Loading Factor
Workload	X1.4	0,781
	X1.5	0,741
	X2.1	0,673
	X2.2	0,814
	X2.3	0,832
Work discipline	X2.4	0,786
	X2.5	0,476
	Z.1	0,812
	Z.2	0,805
	Z.3	0,839
Teacher performance	Z.4	0,772
	Z.5	0,873
	Y.1	0,831
	Y.2	0,795
	Y.3	0,739
	Y.4	0,751
	Y.5	0,850

It is possible to infer that the measurement model has convergent validity when there is a connection between the item/instrument score and the construction score (loading factor). Additionally, for each instrument, the loading factor value threshold should be greater than 0.7. X2.1 and X2.5, two instruments, were flagged as invalid (<0.7) during the first data processing that utilized the workload variable. Iterating over the data again is necessary to get a convergent validity greater than 0.7. Please see attached Figure 2 and Table 2.

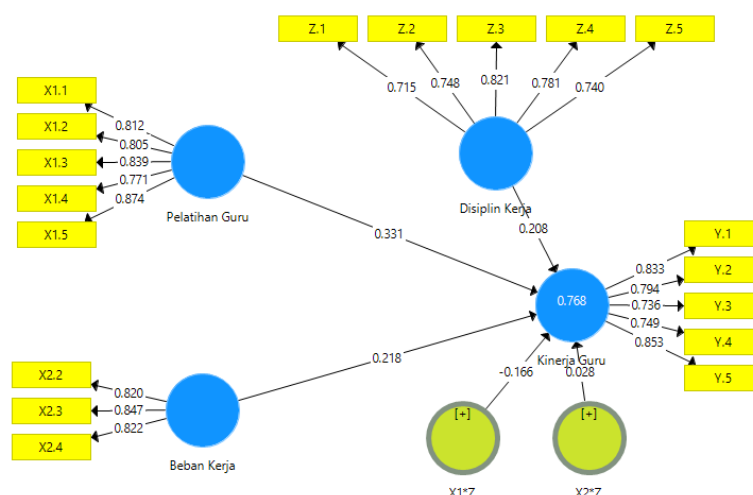


Figure 2. Phase 2 Data Processing Results

Table 2. Loading Factor Stage 2

Variable	Indicator	Loading Factor
Teacher training	X1.1	0,812
	X1.2	0,805
	X1.3	0,839
	X1.4	0,771
	X1.5	0,874
Workload	X2.2	0,820
	X2.3	0,847
	X2.4	0,822
Work discipline	Z.1	0,715
	Z.2	0,748
	Z.3	0,821
	Z.4	0,781
	Z.5	0,740
Teacher performance	Y.1	0,833
	Y.2	0,794
	Y.3	0,736
	Y.4	0,749
	Y.5	0,853

The values of the aforementioned instruments have fulfilled the requirement, which is more than 0.700, according to the outcomes of the second data processing, which involved removing one faulty instrument.

b. Discriminant Validity

It is now well acknowledged that in order to analyze correlations between latent variables, discriminant validity evaluation must be conducted. For models that use structural equations with variants, such partial least squares, the most common ways to determine discriminant validity are the Fornell Larcker criterion and cross-loading tests.

Table 3. Fornell-Larcker Criterion Discriminant Validity

	Workload	Work discipline	Teacher performance	Teacher training
Workload	0.830			
Work discipline	0.752	0.762		
Teacher performance	0.796	0.795	0.794	
Teacher training	0.805	0.753	0.801	0.821

Each indicator item has a loading value that is higher than the cross loading value, as shown in table 3. It follows that all latent variables and constructs have high discriminant validity, with the exception of blocks, where construct indicators outperform other block indicators.

c. Composite Reliability

The next step, after ensuring the construct's validity, is to check its reliability using the Composite Reliability (CR) of the indicator block. A high CR value indicates that the construct is reliable. At least 0.6 is needed for the composite reliability value to be considered dependable for a build.

Table 4. Composite Reliability

	Composite Reliability
Workload	0.869
Work discipline	0.873
Teacher performance	0.895
Teacher training	0.911

The results of the composite reliability test indicate that all variables are declared trustworthy, as shown in table 4, with a value of > 0.6.

Internal Model Evaluation Testing

When assessing the PLS structural model, the R2 for variables is used. Exogenous and path coefficient values for endogenous variables which are then analyzed for significance based on the t-statistical value of each path. You may view the research's structural model in the picture below:

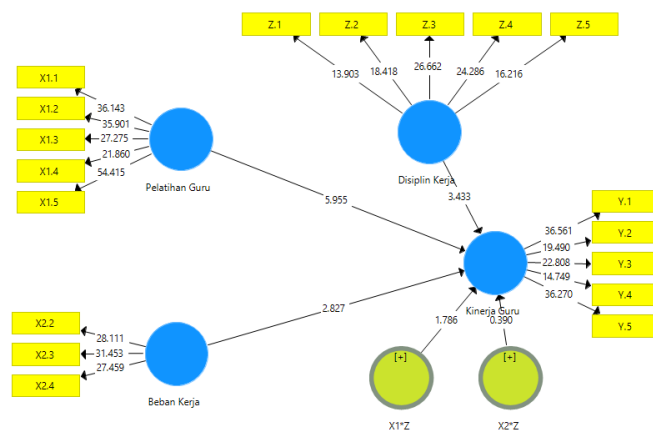


Figure 3. Output Model Structural Bootstrapping

a. Path Coefficient Test

Internal testing of the study model was done to find out how the concept, significant value, and R-Square were related to one another. Both the significance of the structural path parameters' coefficient and the R-Square for the t-test-dependent construct were used to assess the structural model. Table 5 displays the results of the R-Square estimate using SmartPLS. To begin evaluating the model with PLS, look at the R-Square for each dependent latent variable.

Table 5. R-Square Value

	R-Square	R-Square Adjusted
Teacher performance	0.768	0.764

Table 5 demonstrates that the variables of teacher training, workload, and work discipline impact teacher performance by 77%. This is supported by the R-Square value of 0.768, which indicates that these factors significantly influence teacher performance. At the same time, factors beyond the scope of this investigation accounted for 13%.

b. Hypothesis Testing

This study's hypothesis may be tested using the results obtained from the data processing that has been done. In this study, the hypothesis test was conducted by examining the T-Statistics and P-Values values. If the P-Values result is less than 0.05, the study hypothesis can be considered acceptable. Here are the outcomes of the hypothesis test that was conducted in this study using inner.

Table 6. T-Statistics

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Workload -> Teacher performance	0.218	0.224	0.077	2.827	0.005
Work discipline -> Teacher performance	0.208	0.199	0.061	3.433	0.001
Teacher training -> Teacher performance	0.331	0.336	0.056	5.955	0.000
X1*Z -> Teacher performance	-0.166	-0.156	0.093	1.786	0.075
X2*Z -> Teacher performance	0.028	0.022	0.073	0.390	0.696

According to the information in table 6, both of the study's hypotheses are valid since the P-Values for the indicated influences are less than 0.05. In order to conclude that independent variables significantly impact their dependents.

Discussion

1. Teacher training on teacher performance

Teacher training had a high T-statistical value of 5,955 and a P value of 0.000, according to the findings of the hypothesis test. It follows that professional development for educators improves student achievement. This is in line with the findings of (Meilinda & Sutianingsih, 2024; Ridwan, 2023; Setiawan et al., 2021), which indicate that training significantly improves performance. Therefore, the null hypothesis cannot be accepted.

2. Workload on teacher performance

With a T-statistical value of 2,827 and a P value of 0.005, the hypothesis test proved that instructional load significantly correlates with student performance. So, it's safe to say that teachers' productivity is greatly affected by their workload. This conclusion is in line with previous research showing that instructors' workload has a substantial effect on their performance in the classroom (Hakman et al., 2021; Uma & Swasti, 2024). Hence, the second explanation could be acceptable.

3. Work discipline moderates teacher training on teacher performance

The hypothesis test revealed that the relationship between work discipline and teacher training as it relates to student performance has a T-statistical value of 1.786 and a P-value of 0.075. Work discipline is thus ruled out as a moderator of the effect of teacher training on student achievement.

4. Work discipline moderates workload on teacher performance

A T-statistical value of 0.390 and a P value of 0.696 indicate that work discipline moderates the workload to instructor performance, according to the findings of the hypothesis test. Workplace discipline is unable to mitigate the impact of heavy workloads on educators' effectiveness in the classroom.

CONCLUSIONS AND SUGGESTIONS

From the tests that have been carried out, the results of teacher training and workload are directly obtained and have a positive and significant influence on teacher performance. In the work discipline moderation test, it cannot moderate teacher training and workload on teacher performance. Looking at the results of the research, the Coordinator of PAUD Dikdas and LS of Wonosegoro District was advised to continue to optimize the teacher training program. Although work discipline does

not moderate, training clearly contributes directly to teacher performance. Therefore, the focus needs to be on improving the quality and relevance of training, ensuring that the material provided is in accordance with the real needs of teachers in the field, and training methods that are interactive and practical. In addition, related to workload, the coordinator needs to ensure that the workload given to teachers remains within reasonable and measurable limits. Although the workload has a positive effect, if it is too extreme, it can trigger burnout. It is important to conduct periodic evaluations of the allocation of duties and responsibilities of teachers, as well as to look for efficient ways in administration so that teachers can focus more on the learning process. Also consider providing psychosocial support or coaching for teachers who feel burdened, considering that work discipline is not an antidote to high workloads.

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